

1. Chairman

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1. Speech Act Analysis of a Thesis Examination, 2006
2. The Impact of Explicit Strategy Trainings on the Reading Comprehension of the Students of English Education Department of the University of Muria Kudus (2007).
3. Test-taking Strategies Used by the Students of English Education Department the Faculty of Teacher Training and Education the University of Muria Kudus (2009)

4. The Competence of the Fifth Semester Students of English Education Department the Faculty of Teacher Training and Education The University of Muria Kudus in Academic Year 2011/2012 in Employing Cohesion in Writing Narrative, Recount, and Report Texts, 2012 (Chairman)

Publication:

1. Retorik dalam Penciptaan Humor, Majalah Ilmiah KOPERTIS WILAYAH VI Volume XV NO.23, April/Mei 2004
2. The Paradox of Question and Answer Episode of a Thesis Examination, TEFLIN Journal (Accredited) Volume 15 Number 2, August 2004
3. *Oh* as a Marker of Information Management: an Analysis of the Trifles Script. MAWAS Vol.22 No.01, Juni 2009.
4. Directive Delivery in a Skripsi Examination. Jurnal Sosial dan Budaya Universitas Muria Kudus Vol. 2 No. 2, Desember 2010.
5. Test-taking Strategicness in Open Book Test, TEFLIN Journal (Accredited) Volume 22 Number 2, July 2011.

2. Member

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Education

Research Experience

1. The Competence of the Fifth Semester Students of English Education Department the Faculty of Teacher Training and Education the University of Muria Kudus in the Academic Year 2011/2012 in Employing Cohesion in Writing Narrative, Recount, and Report Texts (2012)
2. The Types of Hedges in the English Skripsi of Undergraduate Students of English Education Department, Teacher Training and Education Faculty, Muria Kudus University (2012)
3. Pembelajaran Bahasa Inggris Dengan *Printed Material Comic Strips* Sebagai Media Untuk Meningkatkan Kosakata Siswa Sekolah Menengah Pertama Di Kudus (2013)

Publication:

1. Internasional Seminar: Bringing Linguistics and Culture into EFL Classroom (SatyaWacana Christian University: 2010)

2. National Seminar: Revitalizing The Practice of Teaching English For Young Learners in Indonesia (Muria Kudus University: 2012)
3. TEFLIN International Seminar: English Language Teaching and Learning in Digitizion Era (Widya Mandala Chatolic University: 2012)
4. National Seminar: Educational Linguistics Conference: Yogyakarta State University: 2013)
5. International Seminar: Issues and Challenges in Language Teaching, Literature and Translation (Semarang State University: 2013)

Appendix 2

Data of the Learning Styles of the Students of English Education Department the University of Muria Kudus

Semester II Number of respondents: 48

No.	Student Number	Sex	Subject Preference	Learning Styles Dimensions and the Scores								Learning Styles Dimensions and the Categories			
				Act	Ref	Sen	Int	Vis	Ver	Seq	Glo	Act - Ref	Sen - Int	Vis - Ver	Seq - Glo
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2012 32	M	Writing	7			1	11			1	moderate active	balanced	very strong visual	moderate sequential
2	2012 32	M	Listening	1		3		11			3	balanced	balanced	very strong visual	moderate sequential
3	2012 32 014	F	Speaking	1			1		3		1	balanced	balanced	balanced	balanced
4	2012 32 023	F	Reading	5			1	7		1		moderate active	balanced	moderate visual	balanced
5	2012 32 025	F	Speaking	1			1	5			1	balanced	balanced	moderate visual	balanced
6	2012 32 027	F	Listening	5		1		1		3		moderate active	balanced	balanced	balanced

7	2012 32 028	F	Listening	7	3		9	7		moderate reflective	balanced	very strong visual	moderate sequential		
8	2012 32 032	F	Speaking	9	1		1	5		very strong active	balanced	balanced	moderate sequential		
9	2012 32 033	F	Reading	5		3	5	1		moderate active	balanced	moderate	balanced		
10	2012 32 036	F	Listening	5	5		9	3		moderate active	moderate sensing	very strong visual	moderate sequential		
11	2012 32 039	F	Listening	5	3		5	3		moderate active	balanced	moderate visual	moderate sequential		
12	2012 32 040	F	Reading	1	1		3	7		balanced	balanced	balanced	moderate sequential		
13	2012 32 041	F	Listening	1	5		1	1		balanced	moderate sensing	balanced	moderate sequential		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
14	2012 32 045	F	Speaking	1		5	1	5		balanced	moderate intuitive	balanced	moderate sequential		
15	2012 32 051	M	Reading	3	3		5		1	balanced	balanced	moderate visual	balanced		
16	2012 32 052	M	Reading	9	3		1	5		very strong reflective	balanced	balanced	balanced		
17	2012 32 053	M	Speaking	5	3		1		5	moderate	balanced	balanced	balanced		

										reflective			
18	2012 32 055	F	Speaking	5	3		3	7		moderate reflective	balanced	balanced	moderate global
19	2012 32 056	M	None	5		11	5		5	moderate reflective	very strong intuitive	moderate visual	moderate global
20	2012 32 057	F	Listening	7	1		9	3		moderate active	balanced	very strong visual	balanced
21	2012 32 060	F	Speaking	5		1	9	3		moderate active	balanced	very strong visual	moderate
22	2012 32 065	F	Reading	1	5		9	7		balanced	moderate sensing	very strong visual	balanced
23	2012 32 066	M	Listening	3	1		5		5	balanced	balanced	moderate visual	balanced
24	2012 32 070	M	Reading	7	5		1	1		moderate reflective	moderate sensing	balanced	balanced
25	2012 32 071	M	Reading	5	1		3		3	moderate active	balanced	balanced	balanced
26	2012 32 072	F	Speaking	1	3		7	5		balanced	balanced	moderate visual	balanced
27	2012 32 073	F	Listening	5	7		5	3		moderate active	moderate sensing	moderate visual	moderate sequential
28	2012 32 080	M	Reading	1		1	5	1		balanced	balanced	moderate	balanced

29	2012 32 082	F	Reading	1	5		3		3		balanced	moderate sensing	visual	balanced	balanced
30	2012 32 085	F	Listening	3	1		3			3	balanced	balanced	balanced	balanced	balanced
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
31	2012 32 086	F	Reading	5		3			3	3		moderate active	balanced	balanced	balanced
32	2012 32 087	F	Listening		1	7		1		5		balanced	moderate sensing	balanced	balanced
33	2012 32 094	F	Listening		3	5			1	5		balanced	moderate sensing	balanced	moderate sequential
34	2012 32 102	M	Listening	5		3		5			1	moderate active	balanced	moderate visual	moderate global
35	2012 32 105	F	Reading	3			1	5			5	balanced	balanced	moderate visual	balanced
36	2012 32 111	F	Speaking		3	5		3		7		balanced	moderate sensing	balanced	balanced
37	2012 32 113	F	Grammar	1			3	3		1		balanced	balanced	balanced	balanced
38	2012 32 115	F	Listening		1	3			1	1		balanced	balanced	balanced	balanced
39	2012 32 128	F	Reading	7			5	3			1	moderate active	moderate intuitive	balanced	moderate sequential

40	2012 32 132	M	Speaking	5	1		1	1		moderate reflective	balanced	balanced	balanced
41	2012 32 136	F	Speaking	1	3		7	3		balanced	balanced	moderate visual	balanced
42	2012 32 143	F	Reading	1	5		3	1		balanced	moderate sensing	balanced	moderate sequential
43	2012 32 160	F	Reading	7	5		1	5		moderate active	moderate sensing	balanced	balanced
44	2012 32 164	F	Speaking	3	1		1	7		balanced	balanced	balanced	balanced
45	2012 32 165	F	None	5	5		7	1		moderate active	moderate sensing	moderate visual	moderate
46	2012 32 167	F	Listening	5	5		9	5		moderate reflective	moderate sensing	very strong visual	balanced global
47	2012 32 169	F	Grammar	1	5		7	3		balanced	moderate sensing	moderate visual	balanced
48	2012 32 171	F	Reading	7	1		3	5		moderate reflective	balanced	balanced	balanced

Semester IV Number of respondents: 65

No.	Student Number	Sex	Subject Preference	Learning Styles Dimensions and the Scores								Learning Styles Dimensions and the Categories			
				Act	Ref	Sen	Int	Vis	Ver	Seq	Glo	Act - Ref	Sen - Int	Vis - Ver	Seq - Glo

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	201132006	F	Speaking	3		1		5			5	balanced	balanced	moderate visual	moderate global
2	201132018	M	Speaking	1			3	9		1		balanced	balanced	very strong visual	balanced
3	201132035	M	Writing		3		9	5		5		balanced	very strong intuitive	moderate visual	moderate sequential
4	201132037	F	Statistics	3		3			3	1		balanced	balanced	balanced	balanced
5	201132041	M	Speaking	3		5			1		1	balanced	moderate sensing	balanced	balanced
6	201132044	F	Speaking	1			1	5			3	balanced	balanced	moderate visual	balanced
7	201132053	M	Reading		3	1		5			1	balanced	balanced	moderate visual	balanced
8	201132055	F	Speaking	3		3		11		1		balanced	balanced	very strong visual	balanced
9	201132097	F	Statistics		1	7		11			1	balanced	moderate sensing	very strong visual	balanced
10	201132100	F	Statistics	7			1	5		1		moderate active	balanced	moderate visual	balanced
11	201132101	F	Listening		3		1	5		1		balanced	balanced	moderate visual	balanced

12	201132104	F	Grammar		7	3		5		7	moderate reflective	balanced	moderate visual	moderate global	
13	201132111	F	Statistics	1		3		3		3	balanced	balanced	balanced	balanced	
14	201132112	F	Statistics	3		1		5		3	balanced	balanced	moderate visual	balanced	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
15	201132114	F	None	3		9			1	5		balanced	very strong sensing	balanced	moderate sequential
16	201132116	F	Statistics		1		1	1		5		balanced	balanced	balanced	moderate global
17	201132120	F	Reading		7	3			1	1		moderate reflective	balanced	balanced	balanced
18	201132122	M	Statistics	3		1		5		1		balanced	balanced	moderate visual	balanced
19	201132138	F	None	1			3	5		5		balanced	balanced	moderate visual	balanced
20	201132139	F	None		1	7		3		3		balanced	moderate sensing	balanced	balanced
21	201132151	F	None		1	3		7		5		balanced	balanced	moderate visual	moderate global
22	201132154	F	None		3	3		11		3		balanced	balanced	very strong visual	balanced

23	201132161	F	None	1		7		9		1		balanced	moderate sensing	very strong visual	balanced
24	201132168	M	Statistics		7	3			1	1		moderate reflective	balanced	balanced	balanced
25	201132172	M	Statistics		7	11		1		1		moderate reflective	very strong sensing	balanced	balanced
26	201132173	M	Reading	7		9		5			1	moderate active	very strong sensing	moderate visual	balanced
27	201132191	F	Speaking		1	7		5		1		balanced	moderate sensing	moderate visual	balanced
28	201132198	F	Reading	5			3		1		3	moderate active	balanced	balanced	balanced
29	201132202	F	Statistics	3		3		9		1		balanced	balanced	very strong visual	balanced
30	201132237	F	Speaking		5	3		1			3	moderate reflective	balanced	balanced	balanced
31	201132248	M	None		3		1	5		3		balanced	balanced	moderate visual	balanced
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
32	201132253	F	None		5	5		5		1		moderate reflective	moderate sensing	moderate visual	balanced
33	201132259	F	Reading		1	7		9		5		balanced	moderate	very strong	moderate

										sensing	visual	sequential
34	201132264	F	None	3	7	5	3	balanced	moderate sensing	moderate visual	balanced	
35	201132265	M	None	1	1	7	1	balanced	balanced	moderate visual	balanced	
36	201232026	M	None	3	1	3	5	balanced	balanced	balanced	moderate global	
37	201232090	M	None	7	1	3	7	moderate active	balanced	balanced	moderate sequential	
38	201132003	M	Statistics	3	3	9	1	balanced	balanced	very strong visual	balanced	
39	201132008	F	Sociology	1	5	1	3	balanced	moderate sensing	balanced	balanced	
40	201132014	M	Speaking	3	3	1	1	balanced	balanced	balanced	balanced	
41	201132016	M	Speaking	1	5	3	1	balanced	moderate sensing	balanced	balanced	
42	201132020	F	Sociology	9	3	9	7	very strong active	balanced	very strong visual	moderate sequential	
43	201132039	F	Speaking	3	1	1	1	balanced	balanced	balanced	balanced	
44	201132047	M	Grammar	5	5	7	5	moderate active	moderate sensing	moderate visual	moderate global	

45	201132062	M	Reading	3		1	5		1	balanced	balanced	moderate visual	balanced		
46	201132156	M	Statistics	5	3		9		1	moderate reflective	balanced	very strong visual	balanced		
47	201132167	F	Speaking	3		1	5		5	balanced	balanced	moderate visual	moderate sequential		
48	201132170	F	Writing	5		3	3		7	moderate active	balanced	balanced	moderate sequential		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
49	201132171	F	Speaking	5		3		5		3	moderate active	balanced	moderate visual	balanced	
50	201132177	F	Listening	1		1		3		1	balanced	balanced	balanced	balanced	
51	201132184	M	Statistics	3		1	1			1	balanced	balanced	balanced	balanced	
52	201132185	F	Reading	3		1	3		5	balanced	balanced	balanced	moderate sequential		
53	201132187	M	Speaking	3		3		3		3	balanced	balanced	balanced	balanced	
54	201132188	F	Speaking	1		1		1		1	balanced	balanced	balanced	balanced	
55	201132194	M	Statistics	3		1		1		1	balanced	balanced	balanced	balanced	
56	201132195	F	Speaking	3	5			3		3	balanced	moderate sensing	balanced	balanced	
57	201132206	F	Writing	7	5		7		3	moderate	moderate	moderate	balanced		

									reflective	sensing	visual	
58	201132208	F	Reading	5	7		3	1	moderate active	moderate sensing	balanced	balanced
59	201132212	F	Speaking	3	3		1	3	balanced	balanced	balanced	balanced
60	201132215	F	Speaking		1	9	3	1	balanced	very strong sensing	balanced	balanced
61	201132221	M	Reading		1	7	5	7	balanced	moderate sensing	moderate visual	moderate sequential
62	201132222	F	Writing	5	3		3	1	moderate active	balanced	balanced	balanced
63	201132250	F	Speaking	7	1		9	1	moderate active	balanced	very strong visual	balanced
64	201132261	F	Writing	3	5		9	3	balanced	moderate sensing	very strong visual	balanced
65	201232020	F	Writing	9	9		5	3	very strong active	very strong sensing	moderate visual	balanced

Semester VI Number of Respondents: 52

No.	Student Number	Sex	Subject Preference	Learning Styles Dimensions and the Scores								Learning Styles Dimensions and the Categories			
				Act	Ref	Sen	Int	Vis	Ver	Seq	Glo	Act - Ref	Sen - Int	Vis - Ver	Seq - Glo
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2010 32 006	F	Statistics		1	9			1	3		balanced	very strong sensing	balanced	moderate global
2	2010 32 010	M	Grammar	3		1		11			1	balanced	balanced	very strong visual	balanced
3	2010 32 025	M	Speaking	3		5		7			1	balanced	moderate sensing	moderate visual	balanced
4	2010 32 026	F	Writing	5		3		3		1		moderate active	balanced	balanced	balanced
5	2010 32 032	M	Speaking	7		7		9		5		moderate active	moderate sensing	very strong visual	moderate sequential
6	2010 32 038	F	Writing	5		1		7			3	moderate active	balanced	moderate visual	moderate sequential
7	2010 32 041	F	Writing		1	7		3		1		balanced	moderate sensing	balanced	moderate sequential
8	2010 32 043	M	Reading	1		7		3		1		balanced	moderate sensing	balanced	balanced
9	2010 32 046	F	Writing	1		7		3		1		balanced	moderate sensing	balanced	moderate sequential

10	2010 32 049	F	Reading	3		1	5	3	balanced	balanced	moderate visual	balanced			
11	2010 32 055	F	Writing	3	5		3	7	balanced	moderate sensing	balanced	balanced			
12	2010 32 060	F	Reading	1	5		5	3	balanced	moderate sensing	moderate visual	balanced			
13	2010 32 064	F	Writing	3	11		3	3	balanced	very strong sensing	balanced	balanced			
14	2010 32 069	F	Writing	5	3		7	3	moderate reflective	balanced	moderate visual	balanced			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
15	2010 32 070	M	Writing	1	9		11	5	balanced	very strong sensing	very strong visual	moderate global			
16	2010 32 072	M	Reading	1	3		9	1	balanced	balanced	very strong visual	balanced			
17	2010 32 076	F	Reading	3	9		3	1	balanced	very strong sensing	balanced	balanced			
18	2010 32 077	F	Speaking	5	1	5	1	moderate active	balanced	moderate visual	balanced				
19	2010 32 080	M	Speaking	9	3	3	1	very strong active	balanced	balanced	balanced				
20	2010 32 086	M	Speaking	3	1	7	7	balanced	balanced	moderate	moderate				

												visual	global
21	2010 32 089	F	Speaking	3	7		1	7		balanced	moderate sensing	balanced	balanced
22	2010 32 094	M	Speaking	11	11		11	7		very strong active	very strong sensing	very strong visual	balanced
23	2010 32 103	F	Speaking	3	5		1		3	balanced	moderate sensing	balanced	moderate sequential
24	2010 32 104	M	Listening	3	5		11	7		balanced	moderate sensing	very strong visual	balanced
25	2010 32 105	F	Speaking	1	3		5		7	balanced	balanced	moderate visual	moderate global
26	2010 32 106	M	Listening	5	5		7		5	moderate reflective	moderate sensing	moderate visual	balanced
27	2010 32 110	M	Speaking	3		1	9	1		balanced	balanced	very strong visual	balanced
28	2010 32 114	F	Speaking	7	9		9	5		moderate active	very strong sensing	very strong visual	moderate sequential
29	2010 32 120	F	Speaking	7	3		7		1	moderate active	balanced	moderate visual	balanced
30	2010 32 122	M	Reading	3	3		3	1		balanced	balanced	balanced	balanced
31	2010 32 126	M	Writing	3		1	5		3	balanced	balanced	moderate visual	balanced

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
32	2010 32 154	M	Speaking	1		3		3			3	balanced	balanced	balanced	balanced
33	2010 32 164	F	Listening	9		5		5		3		very strong active	moderate sensing	moderate visual	balanced
34	2010 32 167	F	Speaking	3		5		5		5		balanced	moderate sensing	moderate visual	moderate sequential
35	2010 32 171	F	Reading	7		7		3		3		moderate active	moderate sensing	balanced	balanced
36	2010 32 174	F	Speaking	3		7		9		5		balanced	moderate sensing	very strong visual	balanced
37	2010 32 175	M	Reading		5	1		3		3		moderate reflective	balanced	balanced	balanced
38	2010 32 184	M	Speaking	3			1	7			1	balanced	balanced	moderate visual	moderate sequential
39	2010 32 185	F	Speaking	3		7			1	1		balanced	moderate sensing	balanced	balanced
40	2010 32 188	M	Speaking		3	5		1		3		balanced	moderate sensing	balanced	balanced
41	2010 32 191	F	Speaking	5		3		9		7		moderate active	balanced	very strong visual	balanced
42	2010 32 192	M	Speaking	1		1		7			1	balanced	balanced	moderate visual	balanced

43	2010 32 198	F	Speaking	5	7			5	1			moderate active	moderate sensing	moderate verbal	balanced
44	2010 32 201	F	Speaking	7	1			3	3			moderate active	balanced	balanced	balanced
45	2010 32 204	F	Speaking		3	3	9		3			balanced	balanced	very strong visual	balanced
46	2010 32 209	F	Listening		3	3	9		1			balanced	balanced	very strong visual	moderate sequential
47	2010 32 210	M	Speaking	1	5			1	3		balanced	moderate sensing	balanced	balanced	
48	2010 32 211	M	Speaking		3	5	1		3			balanced	moderate sensing	balanced	balanced
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
49	2010 32 215	M	Writing		1	9	11		3			balanced	very strong sensing	very strong visual	balanced
50	2010 32 221	M	Speaking		1	3		3	5		balanced	balanced	balanced	balanced	
51	2010 32 223	M	Speaking	3	1			5	1			balanced	balanced	moderate visual	moderate global
52	2010 32 232	F	Listening	3	5			5	5			balanced	moderate sensing	moderate visual	balanced

Semester VIII and above Number of Respondents: 43

No.	Student Number	Sex	Subject Preference	Learning Styles Dimensions and the Scores								Learning Styles Dimensions and the Categories			
				Act	Ref	Sen	Int	Vis	Ver	Seq	Glo	Act - Ref	Sen - Int	Vis - Ver	Seq - Glo
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2007 32 269	F	None	3		3			3	3		balanced	balanced	balanced	moderate sequential
2	2008 32	M	Reading	7		1		5			1	moderate active	balanced	moderate visual	balanced
3	2008 32 005	F	Speaking	1		3		1			5	balanced	balanced	balanced	moderate sequential
4	2008 32 108	M	Speaking	3		1			5		3	balanced	balanced	balanced	moderate global
5	2008 32 119	F	Reading	3		1		1		3		balanced	balanced	balanced	moderate sequential
6	2008 32 152	M	Speaking		1	1		9			1	balanced	balanced	very strong visual	balanced
7	2008 32 193	F	Speaking		5		1		3		5	moderate reflective	balanced	balanced	balanced
8	2008 32 197	F	Grammar	3		3		5		1		balanced	balanced	balanced	moderate sequential
9	2008 32 279	M	Speaking	5		1		3			1	moderate	balanced	balanced	balanced

												active				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
10	2008 32 340	M	Listening	5			1	3			1	moderate active	balanced	balanced	balanced	
11	2009 32	M	Reading		3	7		1		1		balanced	moderate sensing	balanced	moderate sequential	
12	2009 32 003	M	Writing	1		1		5			7	balanced	balanced	moderate visual	balanced	
13	2009 32 014	F	Writing		3	5			3		3	balanced	moderate sensing	balanced	balanced	
14	2009 32 016	F	Reading	1		9		9		5		balanced	very strong sensing	very strong visual	moderate global	
15	2009 32 017	F	Reading	1		9		3		5		balanced	very strong sensing	balanced	moderate global	
16	2009 32 022	F	Writing		1	9		5		5		balanced	very strong sensing	moderate visual	balanced	
17	2009 32 061	F	Speaking		1	3			3	3		balanced	balanced	balanced	balanced	
18	2009 32 066	F	Reading	9		7		7		1		very strong active	moderate sensing	moderate visual	balanced	
19	2009 32 068	M	Listening	1		3		1			1	balanced	balanced	balanced	balanced	
20	2009 32 078	F	Writing	7		9		1			1	moderate	very strong	balanced	balanced	

21	2009 32 081	F	Listening	1	7		7		7		active	sensing			
											balanced	moderate sensing	moderate visual	balanced	
22	2009 32 084	F	Writing	9	1		7		1		very strong active	balanced	moderate visual	balanced	
23	2009 32 095	F	Writing	11		5	11		5		very strong active	moderate sensing	very strong visual	balanced	
24	2009 32 105	F	Speaking	7	5			1	3		moderate active	moderate sensing	balanced	balanced	
25	2009 32 110	F	Speaking	1	11		1		3		balanced	very strong sensing	balanced	balanced	
26	2009 32 111	F	Reading	1	9		1		7		balanced	very strong sensing	balanced	moderate sequential	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
27	2009 32 114	F	Speaking	3		3		1		3		balanced	balanced	balanced	moderate sequential
28	2009 32 117	F	Speaking	5		5		11		9		moderate active	moderate sensing	very strong visual	very strong sequential
29	2009 32 121	F	Reading	5		9		7		1		moderate active	very strong sensing	moderate visual	balanced
30	2009 32 132	M	Writing	5			7	11		1		moderate active	moderate intuitive	very strong visual	moderate sequential

31	2009 32 134	F	Speaking	1	1		1		3	balanced	balanced	balanced	balanced
32	2009 32 148	F	Writing	5	9		1		7	moderate active	very strong sensing	balanced	balanced
33	2009 32 152	F	Speaking		11		9		5	balanced	very strong sensing	very strong visual	balanced
34	2009 32 172	M	Speaking	1	5		3		3	balanced	moderate sensing	balanced	balanced
35	2009 32 178	M	Writing	5	5			1	1	moderate active	moderate sensing	balanced	balanced
36	2009 32 183	F	Writing	1	1			3	3	balanced	balanced	balanced	moderate sequential
37	2009 32 198	F	None	7	5			1	3	moderate active	moderate sensing	balanced	balanced
38	2009 32 199	F	None	5	1		1		3	moderate active	balanced	balanced	balanced
39	2009 32 240	F	Listening	7	5		7		5	moderate active	moderate sensing	moderate visual	balanced
40	2009 32 247	F	Reading	1	3		3		5	balanced	balanced	balanced	balanced
41	2009 32 248	F	Speaking		1	1		5	1	balanced	balanced	balanced	balanced
42	2009 32 267	F	None		1	5		1	1	balanced	moderate sensing	balanced	moderate sequential

43	2009 32 304	F	Reading	3		3	5		1	balanced	balanced	moderate visual	balanced
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Appendix 3 Computational Table for Calculating the Value of X^2 : Relationship between Gender and Learning Styles Dimensions and the Categories

Gender	Learning Styles		fo	fe	fo - fe	(fo - fe) ²	$\frac{(fo - fe)^2}{fe}$
	Dimensions	Categories					
Male	Active - Reflective	Balanced	44	43.13	0.87	42.26	0.980
		Moderate Active	13	15.92	-2.92	8.526	0.536
		Moderate Reflective	9	6.63	2.37	5.617	0.847
		Very Strong Active	2	2.99	-0.99	0.980	0.328
		Very Strong Reflective	1	0.33	0.67	0.449	1.360
Balanced		86	86.88	-0.88	0.774	0.009	
Moderate Active		35	32.08	2.92	8.526	0.266	
Moderate Reflective		11	13.37	-2.37	5.617	0.420	
Very Strong Active		7	6.01	0.99	0.980	0.163	
Very Strong Reflective		0	0.67	-0.67	0.449	0.670	
X ² (Obtained) =						5.579	
Male	Sensing - Intuitive	Balanced	44	39.48	4.52	34.96	0.886
		Moderate Sensing	17	20.9	-3.90	24.80	1.187
		Moderate Intuitive	1	1	0.00	1.00	1.000
		Very Strong Sensing	5	6.97	-1.97	8.94	1.283
		Very Strong Intuitive	2	0.66	1.34	-0.68	-1.030
Balanced		75	79.52	-4.52	84.04	1.057	
Moderate Sensing		46	42.1	3.90	38.20	0.907	
Moderate Intuitive		2	2	0.00	2.00	1.000	
Very Strong Sensing		16	14.03	1.97	12.06	0.860	

		Very Strong Intuitive	0	1.34	-1.34	2.68	2.000
X^2 (Obtained) =							9.148
Gender	Learning Styles		fo	fe	$fo - fe$	$(fo - fe)^2$	$\frac{(fo - fe)^2}{fe}$
	Dimensions	Categories					
Male	Visual - Verbal	Balanced	30	34.17	-4.17	38.34	1.122
		Moderate Visual	24	21.56	2.44	19.12	0.887
		Moderate Verbal	0	0.33	-0.33	0.66	2.000
		Very Strong Visual	15	12.94	2.06	10.88	0.841
		Very Strong Verbal	0	0	0.00	0.00	0.000
Female	Visual - Verbal	Balanced	73	68.83	4.17	64.66	0.939
		Moderate Visual	41	43.44	-2.44	45.88	1.056
		Moderate Verbal	1	0.67	0.33	0.34	0.507
		Very Strong Visual	24	26.06	-2.06	28.12	1.079
		Very Strong Verbal	0	0,00	0.00	0.00	0.000
X^2 (Obtained) =							8.432
Male	Sequential - Global	Balanced	49	49.1	-0.10	49.20	1.002
		Moderate Sequential	12	11.94	0.06	11.88	0.995
		Moderate Global	8	5.64	2.36	3.28	0.582
		Very Strong Sequential	0	2.32	-2.32	4.64	2.000
		Very Strong Global	0	0	0.00	0.00	0.000
Female	Sequential - Global	Balanced	99	98.9	0.10	98.80	0.999
		Moderate Sequential	24	24.06	-0.06	24.12	1.002
		Moderate Global	9	11.36	-2.36	13.72	1.208
		Very Strong Sequential	7	4.68	2.32	2.36	0.504
		Very Strong Global	0	0	0.00	0.00	0.000

$$X^2 \text{ (Obtained)} = 8.292$$

Appendix 4 Computational Table for Calculating the Value of X^2 : relationship between Subject Preference and Learning Styles Dimensions and the Categories

Subject Preference	Learning Styles		fo	fe	$fo - fe$	$(fo - fe)^2$	$\frac{(fo - fe)^2}{fe}$
	Dimensions	Categories					
Listening		Balanced	13	16.25	-3.25	10.56	0.650
		Moderate Active	8	6.00	2.00	4.000	0.667
		Moderate Reflective	5	2.75	2.25	5.063	1.841
		Very Strong Active	0	0.88	-0.88	0.774	0.880
		Very Strong Reflective	0	0.13	-0.13	0.017	0.130
Speaking		Balanced	48	45.00	3.00	9.00	0.200
		Moderate Active	15	16.62	-1.62	2.62	0.158
		Moderate Reflective	5	7.62	-2.62	6.86	0.901
		Very Strong Active	4	2.42	1.58	2.50	1.032
		Very Strong Reflective	0	0.35	-0.35	0.12	0.350
Reading	Active - Reflective	Balanced	27	27.50	-0.50	0.25	0.009
		Moderate Active	12	10.15	1.85	3.42	0.337
		Moderate Reflective	4	4.65	-0.65	0.42	0.091
		Very Strong Active	0	1.48	-1.48	2.19	1.480
		Very Strong Reflective	1	0.21	0.79	0.62	2.972
Writing		Balanced	15	17.50	-2.50	6.25	0.357
		Moderate Active	8	6.46	1.54	2.37	0.367
		Moderate Reflective	2	2.96	-0.96	0.92	0.311
		Very Strong Active	3	0.94	2.06	4.24	4.514
		Very Strong Reflective	0	0.13	-0.13	0.02	0.130

None	Balanced	12	10.63	1.37	1.88	0.177	
	Moderate Active	3	3.92	-0.92	0.85	0.216	
	Moderate Reflective	2	1.80	0.20	0.04	0.022	
	Very Strong Active	0	0.57	-0.57	0.32	0.570	
	Very Strong Reflective	0	0.08	-0.08	0.01	0.080	
Others	Balanced	15	13.13	1.87	3.50	0.266	
	Moderate Active	2	4.85	-2.85	8.12	1.675	
	Moderate Reflective	4	2.22	1.78	3.17	1.427	
	Very Strong Active	0	0.71	-0.71	0.50	0.710	
	Very Strong Reflective	0	0.10	-0.10	0.01	0.100	
X^2 (Obtained) =						22.620	
Subject Preference	Learning Styles		fo	fe	$fo - fe$	$(fo - fe)^2$	$\frac{(fo - fe)^2}{fe}$
	Dimensions	Categories					
Listening		Balanced	15	14.88	0.12	0.014	0.001
		Moderate Sensing	11	8.00	3.00	9.000	1.125
		Moderate Intuitive	0	0.38	-0.38	0.144	0.380
		Very Strong Sensing	0	2.38	-2.38	5.664	2.380
		Very Strong Intuitive	0	0.38	-0.38	0.144	0.380
Speaking	Sensing - Intuitive	Balanced	44	41.19	2.81	7.90	0.192
		Moderate Sensing	19	22.15	-3.15	9.92	0.448
		Moderate Intuitive	1	1.04	-0.04	0.00	0.002
		Very Strong Sensing	8	6.58	1.42	2.02	0.306
		Very Strong Intuitive	0	1.04	-1.04	1.08	1.040
Reading		Balanced	23	25.17	-2.17	4.709	0.187
		Moderate Sensing	14	13.54	0.46	0.212	0.016
		Moderate Intuitive	2	0.63	1.37	1.877	2.979
		Very Strong Sensing	5	4.02	0.98	0.960	0.239
		Very Strong Intuitive	0	0.63	-0.63	0.397	0.630
Writing		Balanced	12	16.02	-4.02	16.160	1.009
		Moderate Sensing	11	8.62	2.38	5.664	0.657
		Moderate Intuitive	0	0.40	-0.40	0.160	0.400

None	Very Strong Sensing	4	2.56	1.44	2.074	0.810
	Very Strong Intuitive	1	0.40	0.60	0.360	0.900
	Balanced	9	9.73	-0.73	0.533	0.055
	Moderate Sensing	6	5.23	0.77	0.593	0.113
	Moderate Intuitive	0	0.25	-0.25	0.063	0.250
	Very Strong Sensing	0	1.55	-1.55	2.403	1.550
	Very Strong Intuitive	2	0.25	1.75	3.063	12.250
Others	Balanced	16	12.01	3.99	15.920	1.326
	Moderate Sensing	3	6.46	-3.46	11.972	1.853
	Moderate Intuitive	0	0.30	-0.30	0.090	0.300
	Very Strong Sensing	2	1.92	0.08	0.006	0.003
	Very Strong Intuitive	0	0.30	-0.30	0.090	0.300
χ^2 (Obtained) =						32.081

Subject Preference	Learning Styles		fo	fe	fo - fe	(fo - fe) ²	(fo - fe) ² fe
	Dimensions	Categories					
Listening	Visual - Verbal	Balanced	10	12.88	-2.88	8.29	0.644
		Moderate Visual	9	8.38	0.62	0.38	0.046
		Moderate Verbal	7	1.00	6.00	36.00	36.000
		Very Strong Visual	0	3.75	-3.75	14.06	3.750
		Very Strong Verbal	0	0.00	0.00	0.00	0.000
Speaking		Balanced	37	35.65	1.35	1.82	0.051
		Moderate Visual	20	23.19	-3.19	10.18	0.439
		Moderate Verbal	1	2.77	-1.77	3.13	1.131
		Very Strong Visual	14	10.38	3.62	13.10	1.262
		Very Strong Verbal	0	0.00	0.00	0.00	0.000
Reading		Balanced	26	21.79	4.21	17.724	0.813
		Moderate Visual	13	14.17	-1.17	1.369	0.097
		Moderate Verbal	0	1.69	-1.69	2.856	1.690
		Very Strong Visual	5	6.35	-1.35	1.823	0.287
		Very Strong Verbal	0	0.00	0.00	0.000	0.000
Writing		Balanced	14	13.87	0.13	0.017	0.001
		Moderate Visual	8	9.02	-1.02	1.040	0.115
		Moderate Verbal	0	1.08	-1.08	1.166	1.080

None	Very Strong Visual	6	4.04	1.96	3.842	0.951
	Very Strong Verbal	0	0.00	0.00	0.000	0.000
	Balanced	6	8.42	-2.42	5.856	0.696
	Moderate Visual	11	5.48	5.52	30.470	5.560
	Moderate Verbal	0	0.65	-0.65	0.423	0.650
	Very Strong Visual	0	2.45	-2.45	6.003	2.450
Others	Very Strong Verbal	0	0.00	0.00	0.000	0.000
	Balanced	10	10.40	-0.40	0.160	0.015
	Moderate Visual	6	6.76	-0.76	0.578	0.085
	Moderate Verbal	0	0.81	-0.81	0.656	0.810
	Very Strong Visual	5	3.03	1.97	3.881	1.281
	Very Strong Verbal	0	0.00	0.00	0.000	0.000
χ^2 (Obtained) =						59.905

Subject Preference	Learning Styles		f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
	Dimensions	Categories					
Listening	Sequential - Global	Balanced	17	18.38	-1.38	1.90	0.104
		Moderate Sequential	8	5.25	2.75	7.56	1.440
		Moderate Global	1	2.25	-1.25	1.56	0.694
		Very Strong Sequential	0	0.13	-0.13	0.02	0.130
		Very Strong Global	0	0.00	0.00	0.00	0.000
Speaking		Balanced	53	50.88	2.12	4.49	0.088
		Moderate Sequential	11	14.54	-3.54	12.53	0.862
		Moderate Global	7	6.23	0.77	0.59	0.095
		Very Strong Sequential	1	0.35	0.65	0.42	1.207
		Very Strong Global	0	0.00	0.00	0.00	0.000
Reading		Balanced	31	31.10	-0.10	0.010	0.000
		Moderate Sequential	11	8.88	2.12	4.494	0.506
		Moderate Global	2	3.81	-1.81	3.276	0.860
		Very Strong Sequential	0	0.21	-0.21	0.044	0.210
		Very Strong Global	0	0.00	0.00	0.000	0.000
Writing		Balanced	20	19.79	0.21	0.044	0.002
		Moderate Sequential	7	5.65	1.35	1.823	0.323
		Moderate Global	1	2.42	-1.42	2.016	0.833

	Very Strong Sequential	0	0.13	-0.13	0.017	0.130
	Very Strong Global	0	0.00	0.00	0.000	0.000
None	Balanced	10	12.01	-2.01	4.040	0.336
	Moderate Sequential	4	3.43	0.57	0.325	0.095
	Moderate Global	3	1.47	1.53	2.341	1.592
	Very Strong Sequential	0	0.08	-0.08	0.006	0.080
	Very Strong Global	0	0.00	0.00	0.000	0.000
	Balanced	16	14.84	1.16	1.346	0.091
Others	Moderate Sequential	1	4.24	-3.24	10.498	2.476
	Moderate Global	4	1.82	2.18	4.752	2.611
	Very Strong Sequential	0	0.10	-0.10	0.010	0.100
	Very Strong Global	0	0.00	0.00	0.000	0.000
X^2 (Obtained) =						14.867

Appendix 5 Indonesian Version of Solomon-Felder *Index of Learning Styles Questionnaire*

(Translated into Indonesia under the permission of Richard M. Felder)

Index of Learning Styles Questionnaire

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Kerjakan di lembar jawab yang disediakan dengan menyilang pilihan anda.

Untuk masing-masing dari 44 pertanyaan berikut, pilih "a" atau "b" untuk menunjukkan jawaban anda. **Pilih hanya satu jawaban untuk setiap pertanyaan.** Bila pilihan "a" dan "b" anda anggap sesuai dengan kondisi anda, pilihlah yang paling sering terjadi/sesuai dengan diri anda.

1. Saya memahami sesuatu dengan lebih baik setelah saya ...
(a) mencobanya.
(b) memikirkannya secara mendalam.
2. Saya akan lebih suka dianggap sebagai orang yang ...
(a) realistis.
(b) inovatif.
3. Ketika saya memikirkan apa yang saya lakukan kemarin, yang muncul dalam benak saya cenderung berupa ...

- (a) gambar/gambaran.
 - (b) kata-kata.
4. Dalam memahami sesuatu, saya cenderung ...
- (a) mengerti detailnya tetapi mungkin bingung dengan bentuknya secara keseluruhan.
 - (b) mengerti bentuknya secara keseluruhan tetapi bingung dengan detailnya.
5. Sedang mempelajari sesuatu yang baru membantu saya untuk ...
- (a) membicarakannya.
 - (b) memikirkannya.
6. Bila saya menjadi guru, saya akan lebih suka mengajar mata pelajaran yang ...
- (a) berkaitan dengan fakta-fakta dan situasi kehidupan nyata.
 - (b) berkaitan dengan ide-ide dan teori.
7. Saya lebih suka mendapatkan informasi baru dalam bentuk ...
- (a) gambar, diagram, grafik, atau peta.
 - (b) tertulis atau informasi verbal.
8. Dalam memahami sesuatu, sekali saya memahami ...
- (a) seluruh bagian-bagiannya, saya akan memahami bentuk utuhnya.
 - (b) bentuk utuhnya, saya tahu bagaimana bagian-bagiannya disatukan.
9. Dalam belajar kelompok mengerjakan materi yang sulit, saya lebih suka ...
- (a) langsung terlibat dan menyumbangkan ide.
 - (b) duduk di belakang dan mendengarkan dahulu.
10. Saya lebih mudah mempelajari...
- (a) hal-hal yang nyata/fakta-fakta.
 - (b) konsep-konsep/teori.
11. Dalam buku yang berisi banyak gambar dan diagram, saya cenderung ...
- (a) melihat gambar dan diagramnya dengan teliti.
 - (b) fokus pada teks tertulisnya.

12. Ketika menyelesaikan soal-soal matematika, ...
 - (a) saya biasanya mengerjakannya langkah demi langkah untuk mendapatkan hasilnya.
 - (b) saya sering melihat hasilnya dulu, tapi kemudian berusaha keras mengetahui langkah-lankahnya.
13. Dalam klas yang saya ikuti, ...
 - (a) saya biasanya kenal dengan kebanyakan mahasiswa.
 - (b) saya jarang kenal dengan kebanyakan mahasiswa.
14. Dalam mebaca bacaan non-fiksi, saya menyukai sesuatu yang ...
 - (a) mengajarkan fakta baru atau menunjukkan cara mengerjakan sesuatu.
 - (b) memberi ide baru untuk dipikirkan.
15. Saya menyukai guru yang ...
 - (a) menggunakan banyak diagram di papan tulis.
 - (b) banyak menerangkan dengan kata-kata.
16. Ketika menganalisis sebuah cerita atau novel, ...
 - (a) saya memikirkan kejadian-kjadiannya dan mencoba merangkainya untuk mengetahui temanya.
 - (b) saya hanya tahu temanya ketika selesai membaca dan kemudian harus kembali membacanya untuk menemukan kejadian-kejadian yang membangun tema tersebut.
17. Ketika mulai mengerjakan PR, saya lebih suka ...
 - (a) langsung/segera mengerjakannya.
 - (b) berupaya memahami sungguh-sungguh permasalahannya lebih dahulu.
18. Saya lebih menyukai ...
 - (a) kepastian.
 - (b) teori.
19. Saya paling mudah mengingat sesuatu yang ...
 - (a) saya lihat.
 - (b) saya dengar.
20. Menurut saya, penting bagi seorang instruktur untuk ...

- (a) merancang materi dalam langkah-langkah yang jelas, tahap demi tahap.
 - (b) memberi saya gambaran utuhnya dan mengaitkan materi tersebut dengan mata pelajaran/kuliah lain.
21. Saya lebih menyukai belajar ...
- (a) dalam kelompok belajar.
 - (b) sendiri.
22. Saya lebih suka dianggap ...
- (a) teliti dengan detail-detail pekerjaan saya.
 - (b) kreatif dalam mengerjakan pekerjaan saya.
23. Ketika mendapat petunjuk menuju suatu tempat yang baru, saya lebih suka ...
- (a) peta.
 - (b) petunjuk tertulis.
24. Dalam mempelajari sesuatu, saya ...
- (a) belajar dengan kecepatan biasa saja. Bila saya bekerja keras, saya akan "*gets it*."
 - (b) mempelajarinya langsung dengan cepat, kemudian akan mengalami kebingungan terlebih dahulu dan tiba-tiba segala sesuatunya "*clicks*" (beres).
25. Bila menghadapi pekerjaan, saya lebih suka terlebih dahulu...
- (a) mencoba mengerjakan.
 - (b) memikirkan bagaimana cara mengerjakannya.
26. Ketika membaca untuk kesenangan (*reading for enjoyment*), saya menyukai penulis yang ...
- (a) mengatakan dengan lugas dan jelas apa maksud mereka.
 - (b) mengatakan segala sesuatunya dengan cara yang kreatif dan menarik.
27. Ketika melihat diagram atau sketsa di kelas, yang paling saya ingat adalah ...
- (a) gambarnya.
 - (b) apa yang dikatakan guru tentang gambar itu.
28. Dalam memahami suatu informasi, saya cenderung ...
- (a) fokus pada detailnya dan tidak mendapatkan gambaran umumnya.
 - (b) mencoba memahami gambaran umumnya sebelum memahami detailnya.

29. Saya lebih mudah mengingat ...
(a) sesuatu yang telah saya kerjakan.
(b) sesuatu yang telah banyak/lama saya pikirkan.
30. Ketika harus melaksanakan tugas, saya lebih suka ...
(a) menggunakan satu cara yang sudah ada.
(b) mencari cara-cara baru.
31. Bila seseorang menunjukkan data kepada saya, saya lebih menyukainya dalam bentuk ...
(a) diagram atau grafik.
(b) teks tentang ringkasan hasilnya.
32. Dalam menyusun makalah, saya lebih senang...
(a) mengerjakan (di pikiran atau ditulis) bagian awalnya kemudian bagian-bagian selanjutnya secara runtut.
(b) mengerjakan (di pikiran atau ditulis) bagian yang berbeda-beda dan kemudian mengurutkannya.
33. Bila harus mengerjakan tugas kelompok, saya ingin terlebih dahulu ...
(a) mengadakan "*group brainstorming*" dimana setiap anggota menyumbangkan ide masing-masing.
(b) melakukan "*brainstorming*" secara individu kemudian berkumpul untuk membandingkan/membahas ide yang muncul.
34. Menurut saya, adalah sebuah penghormatan baginya bila saya menyebut dia sebagai orang yang ...
(a) penuh perasaan (*sensible*).
(b) penuh imajinasi (*imaginative*).
35. Bila bertemu orang di sebuah pesta, yang lebih saya ingat adalah ...
(a) penampilan mereka/ seperti apa mereka.
(b) apa yang mereka katakan tentang diri mereka sendiri.
36. Bila mempelajari sesuatu yang baru, saya lebih suka ...
(a) tetap fokus pada hal tersebut, belajar sebanyak mungkin tentang hal tersebut.
(b) berupaya menghubungkan hal tersebut dengan hal-hal yang terkait.

37. Saya lebih suka dianggap sebagai orang yang...
- (a) mudah bergaul (*outgoing*).
 - (b) pendiam/tidak banyak bicara (*reserved*).
38. Saya lebih menyukai mata pelajaran/kuliah yang menekankan pada ...
- (a) materi yang kongkret (fakta, data).
 - (b) materi yang abstrak (konsep, teori).
39. Untuk hiburan, saya lebih memilih ...
- (a) nonton acara televisi.
 - (b) membaca buku.
40. Beberapa dosen memulai perkuliahan dengan menunjukkan garis besar (*outline*) materi yang akan disajikan. *Outline* seperti itu ...
- (a) sedikit membantu saya.
 - (b) sangat membantu saya.
41. Mengerjakan PR secara kelompok dimana nilainya sama untuk anggota adalah ...
- (a) menarik untuk saya.
 - (b) tidak menarik untuk saya.
42. Bila melakukan hitung-hitungan yang panjang, saya ...
- (a) cenderung mengulang semua langkah dan mengecek kembali pekerjaan saya dengan teliti.
 - (b) mengecek kembali pekerjaan saya adalah sesuatu yang melelahkan dan saya harus memaksa diri saya untuk melakukannya.
43. Saya cenderung dapat membayangkan tempat yang pernah saya kunjungi dengan ...
- (a) mudah dan dengan cukup akurat.
 - (b) susah payah dan tanpa banyak detail.
44. Dalam menyelesaikan permasalahan dalam kelompok, saya cenderung ...
- (a) memikirkan langkah-langkahnya selama dalam proses penyelesaian masalah tersebut (sambil jalan).
 - (b) memikirkan berbagai kemungkinan penyelesaian masalah tersebut secara luas.

This is the end of the questionnaire.

Thank you very much.

ANSWER SHEET

Respondent Identity

1. Full name :
2. Student Number :
3. Group :
4. Sex : a. Male b. Female*)
5. Subject Preference : a. Listening b. Speaking
c. Reading d. Writing*
e. Another**)
6. Cumulative Grade Point Average (IPK) =

*) Circle your choice.

***) Mention if you have another subject preference.

1.	a	b
2.	a	b
3.	a	b
4.	a	b
5.	a	b
6.	a	b
7.	a	b

12.	a	b		23.	a	b
13.	a	b		24.	a	b
14.	a	b		25.	a	b
15.	a	b		26.	a	b
16.	a	b		27.	a	b
17.	a	b		28.	a	b
18.	a	b		29.	a	b

34.	a	b
35.	a	b
36.	a	b
37.	a	b
38.	a	b
39.	a	b
40.	a	b

8.	a	b
9.	a	b
10.	a	b
11.	a	b

19.	a	b		30.	a	b
20.	a	b		31.	a	b
21.	a	b		32.	a	b
22.	a	b		33.	a	b

41.	a	b
42.	a	b
43.	a	b
44.	a	b

Thank you very much.

Appendix 6 **Original Version of Solomon-Felder *Index of Learning Styles* Questionnaire**

NC STATE UNIVERSITY

Index of Learning Styles Questionnaire

**Barbara A. Solomon
First-Year College
North Carolina State University
Raleigh, North Carolina 27695**

**Richard M. Felder
Department of Chemical Engineering
North Carolina State University
Raleigh, NC 27695-7905**

Directions

Please provide us with your full name. Your name will be printed on the information that is returned to you.

Full Name

For each of the 44 questions below select either "a" or "b" to indicate your answer. Please choose only one answer for each question. If both "a" and "b" seem to apply to you, choose the one that applies more frequently. When you are finished selecting answers to each question please select the submit button at the end of the form.

1. I understand something better after I
 - ☐ (a) try it out.
 - ☐ (b) think it through.
2. I would rather be considered
 - ☒ (a) realistic.
 - ☐ (b) innovative.
3. When I think about what I did yesterday, I am most likely to get
 - ☐ (a) a picture.
 - ☐ (b) words.
4. I tend to
 - ☐ (a) understand details of a subject but may be fuzzy about its overall structure.
 - ☐ (b) understand the overall structure but may be fuzzy about details.
5. When I am learning something new, it helps me to
 - ☐ (a) talk about it.
 - ☐ (b) think about it.
6. If I were a teacher, I would rather teach a course
 - ☐ (a) that deals with facts and real life situations.
 - ☐ (b) that deals with ideas and theories.
7. I prefer to get new information in
 - ☐ (a) pictures, diagrams, graphs, or maps.
 - ☐ (b) written directions or verbal information.
8. Once I understand
 - ☐ (a) all the parts, I understand the whole thing.
 - ☐ (b) the whole thing, I see how the parts fit.
9. In a study group working on difficult material, I am more likely to
 - ☐ (a) jump in and contribute ideas.
 - ☐ (b) sit back and listen.
10. I find it easier
 - ☐ (a) to learn facts.
 - ☐ (b) to learn concepts.
11. In a book with lots of pictures and charts, I am likely to
 - ☐ (a) look over the pictures and charts carefully

- ☐ (b) focus on the written text.
12. When I solve math problems
- ☐ (a) I usually work my way to the solutions one step at a time.
- ☐ (b) I often just see the solutions but then have to struggle to figure out the steps to get to them.
13. In classes I have taken
- ☐ (a) I have usually gotten to know many of the students.
- ☐ (b) I have rarely gotten to know many of the students.
14. In reading nonfiction, I prefer
- ☐ (a) something that teaches me new facts or tells me how to do something.
- ☐ (b) something that gives me new ideas to think about.
15. I like teachers
- ☐ (a) who put a lot of diagrams on the board.
- ☐ (b) who spend a lot of time explaining.
16. When I'm analyzing a story or a novel
- ☐ (a) I think of the incidents and try to put them together to figure out the themes.
- ☐ (b) I just know what the themes are when I finish reading and then I have to go back and find the incidents that demonstrate them.
17. When I start a homework problem, I am more likely to
- ☐ (a) start working on the solution immediately.
- ☐ (b) try to fully understand the problem first.
18. I prefer the idea of
- ☐ (a) certainty.
- ☐ (b) theory.
19. I remember best
- ☐ (a) what I see.
- ☐ (b) what I hear.
20. It is more important to me that an instructor
- ☐ (a) lay out the material in clear sequential steps.
- ☐ (b) give me an overall picture and relate the material to other subjects.
21. I prefer to study
- ☐ (a) in a study group.

- ☐ (b) alone.
22. I am more likely to be considered
- ☐ (a) careful about the details of my work.
- ☐ (b) creative about how to do my work.
23. When I get directions to a new place, I prefer
- ☐ (a) a map.
- ☐ (b) written instructions.
24. I learn
- ☐ (a) at a fairly regular pace. If I study hard, I'll "get it."
- ☐ (b) in fits and starts. I'll be totally confused and then suddenly it all "clicks."
25. I would rather first
- ☐ (a) try things out.
- ☐ (b) think about how I'm going to do it.
26. When I am reading for enjoyment, I like writers to
- ☐ (a) clearly say what they mean.
- ☐ (b) say things in creative, interesting ways.
27. When I see a diagram or sketch in class, I am most likely to remember
- ☐ (a) the picture.
- ☐ (b) what the instructor said about it.
28. When considering a body of information, I am more likely to
- ☐ (a) focus on details and miss the big picture.
- ☐ (b) try to understand the big picture before getting into the details.
29. I more easily remember
- ☐ (a) something I have done.
- ☐ (b) something I have thought a lot about.
30. When I have to perform a task, I prefer to
- ☐ (a) master one way of doing it.
- ☐ (b) come up with new ways of doing it.
31. When someone is showing me data, I prefer
- ☐ (a) charts or graphs.
- ☐ (b) text summarizing the results.
32. When writing a paper, I am more likely to
- ☐ (a) work on (think about or write) the beginning of the paper and

- progress forward.
- ☐ (b) work on (think about or write) different parts of the paper and then order them.
33. When I have to work on a group project, I first want to
- ☐ (a) have "group brainstorming" where everyone contributes ideas.
 - ☐ (b) brainstorm individually and then come together as a group to compare ideas.
34. I consider it higher praise to call someone
- ☐ (a) sensible.
 - ☐ (b) imaginative.
35. When I meet people at a party, I am more likely to remember
- ☐ (a) what they looked like.
 - ☐ (b) what they said about themselves.
36. When I am learning a new subject, I prefer to
- ☐ (a) stay focused on that subject, learning as much about it as I can.
 - ☐ (b) try to make connections between that subject and related subjects.
37. I am more likely to be considered
- ☐ (a) outgoing.
 - ☐ (b) reserved.
38. I prefer courses that emphasize
- ☐ (a) concrete material (facts, data).
 - ☐ (b) abstract material (concepts, theories).
39. For entertainment, I would rather
- ☐ (a) watch television.
 - ☐ (b) read a book.
40. Some teachers start their lectures with an outline of what they will cover. Such outlines are
- ☐ (a) somewhat helpful to me.
 - ☐ (b) very helpful to me.
41. The idea of doing homework in groups, with one grade for the entire group,
- ☐ (a) appeals to me.
 - ☐ (b) does not appeal to me.

42. When I am doing long calculations,
- ☐ (a) I tend to repeat all my steps and check my work carefully.
 - ☐ (b) I find checking my work tiresome and have to force myself to do it.
43. I tend to picture places I have been
- ☐ (a) easily and fairly accurately.
 - ☐ (b) with difficulty and without much detail.
44. When solving problems in a group, I would be more likely to
- ☐ (a) think of the steps in the solution process.
 - ☐ (b) think of possible consequences or applications of the solution in a wide range of areas.

When you have completed filling out the above form please click on the Submit button below. Your results will be returned to you. If you are not satisfied with your answers above please click on Reset to clear the form.

Dr. Richard Felder, felder@ncsu.edu

**Appendix 7 E-mails from Richard M. Felder: permission to use and translate
*Index of Learning Styles Questionnaire***

Learning Style Questionnaire

Kotak Masuk x



21/03/13

Suprihadi Suprihadi pakpriumk@gmail.com

ke felder, atiec_ca3m

Dear Mr. Felder



I'm Suprihadi, a teacher of English Education Department, Muria Kudus University, Central Java, Indonesia. I'm interested in conducting a research to identify the learning styles of my students. I hereby ask your permission to use you Index of Learning Style Questionnaire. I also ask your permission to translate the questionnaire into Indonesian to make it easier to understand.

1 lainnya



I'm looking forward to receiving your suggestions, notes, or tips of how to effectively use the questionnaire, especially how to interpret the results.

Richard Felder

Thank you very much.

Sincerely yours,

Suprihadi



23/03/13

Richard Felder rmfelder@mindspring.com

ke saya

Terjemahkan pesan

Nonaktifkan untuk: Inggris

Dear Supriyadi:

You are welcome to translate and use the Index of Learning Styles. You may find it helpful to consult a list of responses to frequently-asked questions about the instrument at

<http://www.ncsu.edu/felder-public/ILS-faq.htm>

and to visit the ILS home page,

<http://www.ncsu.edu/felder-public/ILSpage.html>

I would appreciate receiving a copy of your translation when you have completed it.

Sincerely,

Richard Felder

Richard M. Felder

Hoechst Celanese Professor Emeritus of Chemical Engineering

N.C. State University

http://www.ncsu.edu/effective_teaching



28/03/13

Suprihadi Suprihadi pakpriumk@gmail.com

ke Richard

Dear Mr. Felder

Thank you very much for your permission.
I hereby enclose the translation of the ILS Questionnaire.

Sincerely,

Suprihadi

W



Klik di sini untuk Balas atau Teruskan

Learning Styles Questionnaire

Kotak Masuk x



4 Apr (4 hari yang lalu)

Suprihadi Suprihadi

Dear Mr. Felder, I wonder if you have received the Indonesian translation of ...



6 Apr (2 hari yang lalu)

Richard Felder

ke saya

Terjemahkan pesan

Nonaktifkan untuk: Inggris

Dear Suprihadi,

I did receive it--thank you very much.

You will find what was done to validate the English version of the ILS by going to a series of three papers on my website, which you will find at

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILdu.sg>
[Spage.html](#)

felder

felder@ncsu.edu

Tampilkan detail

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I would start with the one by Felder and Spurlin.

I would also strongly recommend that you find a collaborator with a strong background and experience psychometric analysis (the statistics of instrument validation). I know some statistics, but what I know wasn't nearly enough for the analyses that needed to be done to validate the ILS.

Sincerely,
Richard Felder

Appendix 8 Samples of Learning Styles Results from *Index of Learning Styles Questionnaire*

NC STATE UNIVERSITY

Learning Styles Results

Results for: SUCI KURNIAWATI/201232040

ACT	11	9	7	5	3	X 1	1	3	5	7	9	11	REF
						<--	-->						
SEN	11	9	7	5	3	X 1	1	3	5	7	9	11	INT
						<--	-->						
VIS	11	9	7	5	3	1	1	X 3	5	7	9	11	VRB
						<--	-->						
SEQ	11	9	X 7	5	3	1	1	3	5	7	9	11	GLO
						<--	-->						

- If your score on a scale is 1-3, you are fairly well balanced on the two dimensions of that scale.
- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.
- If your score on a scale is 9-11, you have a very strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

We suggest you print this page, so that when you look at the explanations of the different scales you will have a record of your individual preferences.

For explanations of the scales and the implications of your preferences click

on
[Learning Style Descriptions.](#)

For more information about learning styles or to take the test again, click on
[Learning Style Page.](#)

ANSWER SHEET

Respondent Identity

1. Full name : Suci Kurniawati
2. Student Number : 2012-32-040
3. Group :
4. Sex : a. Male ☐ (b.) Female*) ☒
5. Subject Preference : a. Listening ☐ b. Speaking ☐
 (c.) Reading ☒ d. Writing* ☐
 e. Another**)
6. Cumulative Grade Point Average (IPK) =

*) Circle your choice.

**) Mention if you have another subject preference.

1.	<input checked="" type="radio"/>	b
2.	a	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	b
4.	<input checked="" type="radio"/>	b
5.	a	<input checked="" type="radio"/>
6.	<input checked="" type="radio"/>	b
7.	a	<input checked="" type="radio"/>
8.	<input checked="" type="radio"/>	b
9.	a	<input checked="" type="radio"/>
10.	a	<input checked="" type="radio"/>
11.	a	<input checked="" type="radio"/>

12.	<input checked="" type="radio"/>	b
13.	<input checked="" type="radio"/>	b
14.	<input checked="" type="radio"/>	b
15.	a	<input checked="" type="radio"/>
16.	<input checked="" type="radio"/>	b
17.	a	<input checked="" type="radio"/>
18.	<input checked="" type="radio"/>	b
19.	<input checked="" type="radio"/>	b
20.	<input checked="" type="radio"/>	b
21.	<input checked="" type="radio"/>	b
22.	a	<input checked="" type="radio"/>

23.	a	<input checked="" type="radio"/>
24.	<input checked="" type="radio"/>	b
25.	a	<input checked="" type="radio"/>
26.	a	<input checked="" type="radio"/>
27.	a	<input checked="" type="radio"/>
28.	a	<input checked="" type="radio"/>
29.	<input checked="" type="radio"/>	b
30.	<input checked="" type="radio"/>	b
31.	a	<input checked="" type="radio"/>
32.	<input checked="" type="radio"/>	b
33.	a	<input checked="" type="radio"/>

34.	a	<input checked="" type="radio"/>
35.	<input checked="" type="radio"/>	b
36.	<input checked="" type="radio"/>	b
37.	<input checked="" type="radio"/>	b
38.	<input checked="" type="radio"/>	b
39.	<input checked="" type="radio"/>	b
40.	a	<input checked="" type="radio"/>
41.	<input checked="" type="radio"/>	b
42.	<input checked="" type="radio"/>	b
43.	a	<input checked="" type="radio"/>
44.	<input checked="" type="radio"/>	b

Thank you very much.

Learning Styles Results

Results for: **Fanny Cahyaningtyas (2011-32-138)**

ACT	11	9	7	5	3	X 1	1	3	5	7	9	11	REF
						<---	---	>					
SEN	11	9	7	5	3	1	1	X 3	5	7	9	11	INT
						<---	---	>					
VIS	11	9	7	X 5	3	1	1	3	5	7	9	11	VRB
						<---	---	>					
SEQ	11	9	7	5	X 3	1	1	3	5	7	9	11	GLO
						<---	---	>					

- If your score on a scale is 1-3, you are fairly well balanced on the two dimensions of that scale.
- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.
- If your score on a scale is 9-11, you have a very strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

We suggest you print this page, so that when you look at the explanations of the different scales you will have a record of your individual preferences.

For explanations of the scales and the implications of your preferences, click on

[Learning Style Descriptions.](#)

For more information about learning styles or to take the test again, click on [Learning Style Page.](#)

ANSWER SHEET

Respondent Identity

1. Full name : Fanny Cahyaningtyas
2. Student Number : 2011-32-138
3. Group :
4. Sex : a. Male (b. Female*)
5. Subject Preference : (a) Listening b. Speaking
c. Reading d. Writing*
e. Another**)
6. Cumulative Grade Point Average (IPK) =

*) Circle your choice.

**) Mention if you have another subject preference.

1.	(a)	b
2.	a	(b)
3.	(a)	b
4.	(a)	b
5.	(a)	b
6.	(a)	b
7.	a	(b)
8.	(a)	b
9.	(a)	b
10.	(a)	b
11.	(a)	b

12.	(a)	b
13.	(a)	b
14.	a	(b)
15.	(a)	b
16.	(a)	b
17.	a	(b)
18.	(a)	b
19.	(a)	b
20.	(a)	b
21.	a	(b)
22.	a	(b)

23.	a	(b)
24.	a	(b)
25.	a	(b)
26.	a	(b)
27.	(a)	b
28.	a	(b)
29.	(a)	b
30.	a	(b)
31.	a	(b)
32.	(a)	b
33.	a	(b)

34.	a	(b)
35.	(a)	b
36.	(a)	b
37.	(a)	b
38.	(a)	b
39.	(a)	b
40.	a	(b)
41.	a	(b)
42.	a	(b)
43.	(a)	b
44.	(a)	b

Thank you very much.

Learning Styles Results

Results for: **INDAH FATMAWATI/201032171**

ACT	11	9	X	7	5	3	1	1	3	5	7	9	11	REF
							<--	-->						
SEN	11	9	X	7	5	3	1	1	3	5	7	9	11	INT
							<--	-->						
VIS	11	9		7	5	X	3	1	1	3	5	7	9	VRB
							<--	-->						
SEQ	11	9		7	5	X	3	1	1	3	5	7	9	GLO
							<--	-->						

- If your score on a scale is 1-3, you are fairly well balanced on the two dimensions of that scale.
- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.
- If your score on a scale is 9-11, you have a very strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

We suggest you print this page, so that when you look at the explanations of the different scales you will have a record of your individual preferences.

For explanations of the scales and the implications of your preferences, click on

[Learning Style Descriptions.](#)

For more information about learning styles or to take the test again, click on [Learning Style Page.](#)

ANSWER SHEET

Respondent Identity

1. Full name : INDAH FATMAWATI
2. Student Number : 2010 - 32 - 171
3. Group :
4. Sex : a. Male **(b) Female*)**
5. Subject Preference : a. Listening b. Speaking
 (c) Reading d. Writing*
 e. Another**)
6. Cumulative Grade Point Average (IPK) = 3,4

*) Circle your choice.

**) Mention if you have another subject preference.

1.	a	<input checked="" type="checkbox"/>
2.	<input checked="" type="checkbox"/>	b
3.	<input checked="" type="checkbox"/>	b
4.	a	<input checked="" type="checkbox"/>
5.	a	<input checked="" type="checkbox"/>
6.	<input checked="" type="checkbox"/>	b
7.	a	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	b
9.	<input checked="" type="checkbox"/>	b
10.	<input checked="" type="checkbox"/>	b
11.	<input checked="" type="checkbox"/>	b

12.	<input checked="" type="checkbox"/>	b
13.	<input checked="" type="checkbox"/>	b
14.	<input checked="" type="checkbox"/>	b
15.	<input checked="" type="checkbox"/>	b
16.	<input checked="" type="checkbox"/>	b
17.	<input checked="" type="checkbox"/>	b
18.	<input checked="" type="checkbox"/>	b
19.	a	<input checked="" type="checkbox"/>
20.	a	<input checked="" type="checkbox"/>
21.	<input checked="" type="checkbox"/>	b
22.	a	<input checked="" type="checkbox"/>
23.	a	<input checked="" type="checkbox"/>
24.	<input checked="" type="checkbox"/>	b
25.	<input checked="" type="checkbox"/>	b
26.	<input checked="" type="checkbox"/>	b
27.	<input checked="" type="checkbox"/>	b
28.	a	<input checked="" type="checkbox"/>
29.	<input checked="" type="checkbox"/>	b
30.	<input checked="" type="checkbox"/>	b
31.	a	<input checked="" type="checkbox"/>
32.	<input checked="" type="checkbox"/>	b
33.	<input checked="" type="checkbox"/>	b

34.	a	<input checked="" type="checkbox"/>
35.	<input checked="" type="checkbox"/>	b
36.	a	<input checked="" type="checkbox"/>
37.	<input checked="" type="checkbox"/>	b
38.	<input checked="" type="checkbox"/>	b
39.	<input checked="" type="checkbox"/>	b
40.	<input checked="" type="checkbox"/>	b
41.	<input checked="" type="checkbox"/>	b
42.	<input checked="" type="checkbox"/>	b
43.	<input checked="" type="checkbox"/>	b
44.	<input checked="" type="checkbox"/>	b

Thank you very much.

Learning Styles Results

Results for: **SHINTA EVARINA/ 200932117**

ACT				X									REF
	11	9	7	5	3	1	1	3	5	7	9	11	
						<--	-->						
SEN				X									INT
	11	9	7	5	3	1	1	3	5	7	9	11	
						<--	-->						
VIS	X												VRB
	11	9	7	5	3	1	1	3	5	7	9	11	
						<--	-->						
SEQ		X											GLO
	11	9	7	5	3	1	1	3	5	7	9	11	
						<--	-->						

- If your score on a scale is 1-3, you are fairly well balanced on the two dimensions of that scale.
- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.
- If your score on a scale is 9-11, you have a very strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

We suggest you print this page, so that when you look at the explanations of the different scales you will have a record of your individual preferences.

For explanations of the scales and the implications of your preferences, click on [Learning Style Descriptions](#).

For more information about learning styles or to take the test again, click on [Learning Style Page](#).

ANSWER SHEET

Respondent Identity

1. Full name : SHINTA EVARINA
2. Student Number : 2009-32-117
3. Group : SEMESTER 8
4. Sex : a. Male ☒ b. Female*)
5. Subject Preference : a. Listening ☒ b. Speaking
 c. Reading d. Writing*
 e. Another**)
6. Cumulative Grade Point Average (IPK) = 3,64

*) Circle your choice.

**) Mention if you have another subject preference.

1.	<input checked="" type="radio"/> a	<input type="radio"/> b	12.	<input checked="" type="radio"/> a	<input type="radio"/> b	23.	<input checked="" type="radio"/> a	<input type="radio"/> b	34.	<input checked="" type="radio"/> a	<input type="radio"/> b
2.	<input type="radio"/> a	<input checked="" type="radio"/> b	13.	<input checked="" type="radio"/> a	<input type="radio"/> b	24.	<input checked="" type="radio"/> a	<input type="radio"/> b	35.	<input checked="" type="radio"/> a	<input type="radio"/> b
3.	<input checked="" type="radio"/> a	<input type="radio"/> b	14.	<input checked="" type="radio"/> a	<input type="radio"/> b	25.	<input type="radio"/> a	<input checked="" type="radio"/> b	36.	<input checked="" type="radio"/> a	<input type="radio"/> b
4.	<input checked="" type="radio"/> a	<input type="radio"/> b	15.	<input checked="" type="radio"/> a	<input type="radio"/> b	26.	<input type="radio"/> a	<input checked="" type="radio"/> b	37.	<input checked="" type="radio"/> a	<input type="radio"/> b
5.	<input checked="" type="radio"/> a	<input type="radio"/> b	16.	<input checked="" type="radio"/> a	<input type="radio"/> b	27.	<input checked="" type="radio"/> a	<input type="radio"/> b	38.	<input checked="" type="radio"/> a	<input type="radio"/> b
6.	<input checked="" type="radio"/> a	<input type="radio"/> b	17.	<input checked="" type="radio"/> a	<input type="radio"/> b	28.	<input type="radio"/> a	<input checked="" type="radio"/> b	39.	<input checked="" type="radio"/> a	<input type="radio"/> b
7.	<input checked="" type="radio"/> a	<input type="radio"/> b	18.	<input checked="" type="radio"/> a	<input type="radio"/> b	29.	<input checked="" type="radio"/> a	<input type="radio"/> b	40.	<input checked="" type="radio"/> a	<input type="radio"/> b
8.	<input type="radio"/> a	<input checked="" type="radio"/> b	19.	<input checked="" type="radio"/> a	<input type="radio"/> b	30.	<input checked="" type="radio"/> a	<input type="radio"/> b	41.	<input type="radio"/> a	<input checked="" type="radio"/> b
9.	<input checked="" type="radio"/> a	<input type="radio"/> b	20.	<input checked="" type="radio"/> a	<input type="radio"/> b	31.	<input checked="" type="radio"/> a	<input type="radio"/> b	42.	<input checked="" type="radio"/> a	<input type="radio"/> b
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11.	<input checked="" type="radio"/> a	<input type="radio"/> b	22.	<input type="radio"/> a	<input checked="" type="radio"/> b	33.	<input type="radio"/> a	<input checked="" type="radio"/> b	44.	<input type="radio"/> a	<input checked="" type="radio"/> b

Thank you very much.

